Standard Setting AIMS-A

Held: June 24-27, 2008

Board Approval: August 25, 2008

AIMS-A

- For students with a significant cognitive disability
- Score based on item results
- Scores submitted electronically once a year

AIMS-A

- Assesses alternate academic standards adopted May 2006
- Reading and Mathematics
  - AIMS-A Grades 3-5
  - AIMS-A Grades 6-8
  - AIMS-A High School
- Science
  - Grade 4
  - Grade 8
  - Grade 10

AIMS -A

- Approximately 5,600 students participate in AIMS – A
- Grades 3-8 and High School

Standard Setting

Process of determining **Performance Levels** that correspond to a measure of proficiency as demonstrated on an assessment.

Participants

- Dr. Stephen Elliott, Vanderbilt University
- ADE Staff
  - Roberta Alley, Deputy Associate Superintendent
  - Judy Croswell, AIMS-A Coordinator
  - Dr. Leila Williams, AIMS-A Test Item Development
  - Dr. Charles Bruen, Data Analysis

Participants

- Special Education Teachers, Regular Education Teachers and Administrators
  - Elementary, Middle School, High School
  - Representatives from throughout the State
  - ADE staff who participate in Alternate Assessment Advisory Committee
- Parents of Special Education Students
- 36 participants

Methodology

- **Bookmark** method of standard setting was utilized. This was the same method that was used for the AIMS-A standard setting in May of 2006.
- Establish fair and reasonable expectations for Grades 3-8, and 10.
- Establish four performance levels for each grade and content.

Methodology

- Training provided by Dr. Stephen Elliott of Vanderbilt University, a recognized national expert in the area of Special Education assessment and standard settings.

- The participants were given ordered item booklets and item maps for each grade and content area. They were also given the scoring tool used to produce AIMS-A scores.

Methodology—Four Rounds

- Round One, Independent Decisions
- Round Two, Table Consensus
- Round Three, Content Group Consensus on Performance Level for Meets
  - Used Impact data from both AIMS-A and AIMS 2008 data
- Round Four, Total Group review of Performance Levels for Approaches and Exceeds

Methodology

- Ordered item booklets were assembled by grade clusters
  - Grades 3-5
  - Grades 6-8
  - Grade 10
- Bookmark process for grade clusters followed the following sequence
  - Grades 3-5: grade 4, 3, and 5
  - Grades 6-8: grade 7, 6, and 8
  - Grade 10

Methodology

- The results within each grade cluster were reviewed by the entire committee, and modifications were made to these performance levels to produce a smoothed set of expectations.
- Results were based on an average of 800 students/grade with a range from 740 to 873 students.

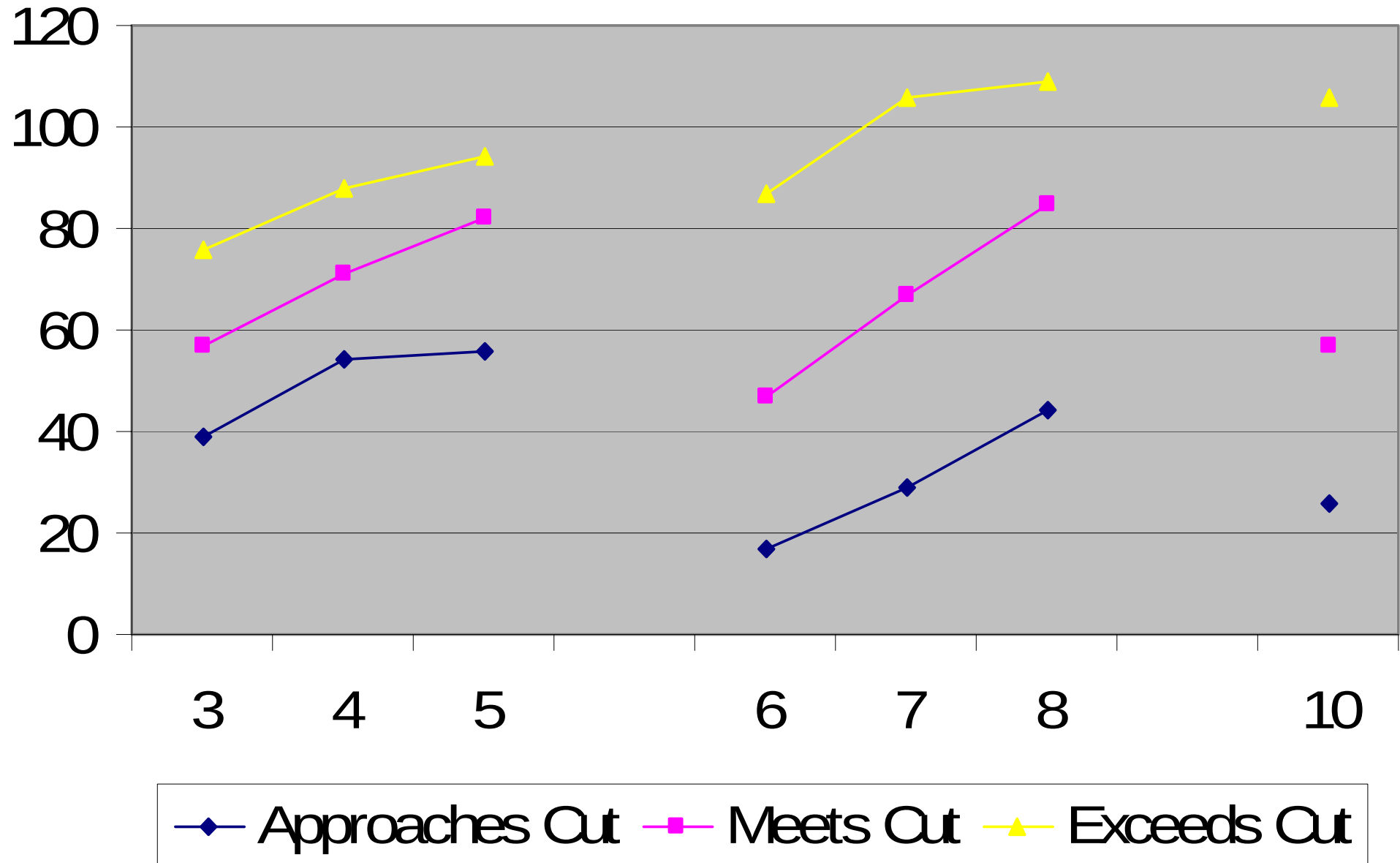
Recommended Performance Levels

Grades 3-8 and High School

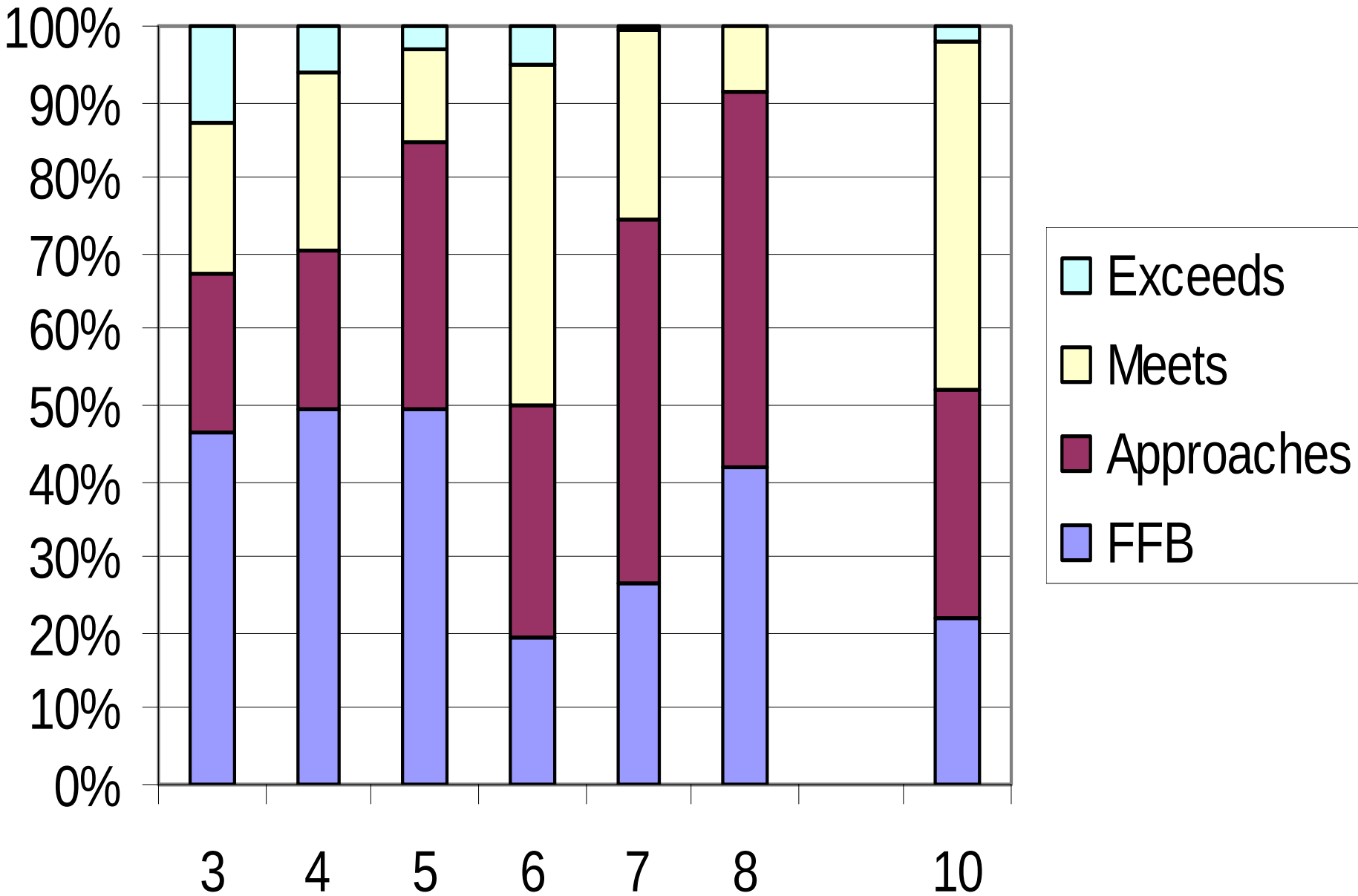
Mathematics

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Falls Far Below	0-38	0-53	0-55	0-16	0-28	0-43	0-25
Approaches	39-56	54-70	56-81	17-46	29-66	44-84	26-56
Meets	57-75	71-87	82-93	47-86	67-105	85-108	57-105
Exceeds	76-108	88-108	94-108	87-126	106-126	109-126	106-122
	AIMS-A Grades 3-5 Cluster			**AIMS-A Grades 6-8 Cluster**			**AIMS-A High School**

AIMS-A - Cut Scores - Math 2008



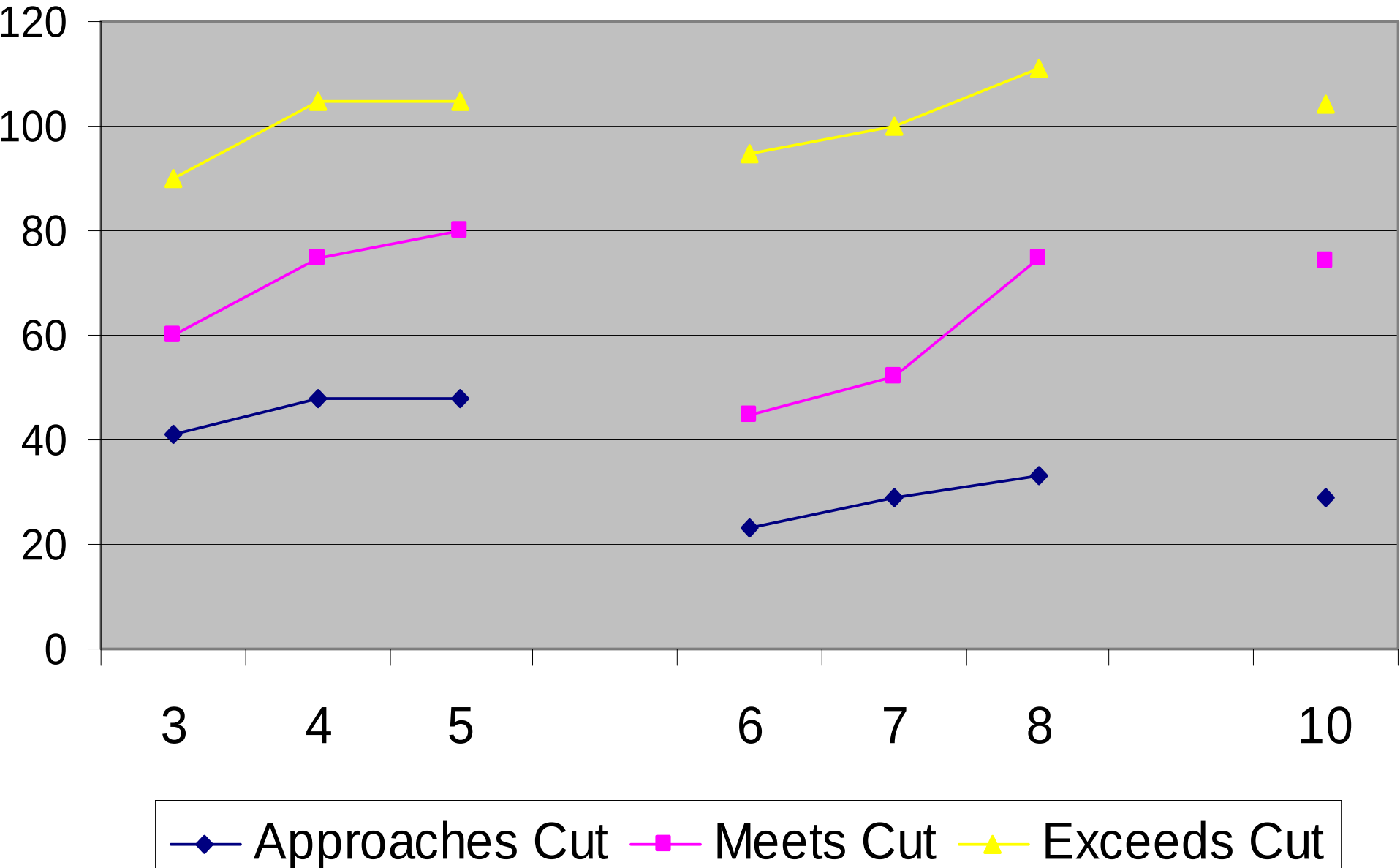
AIMS-A Math 2008



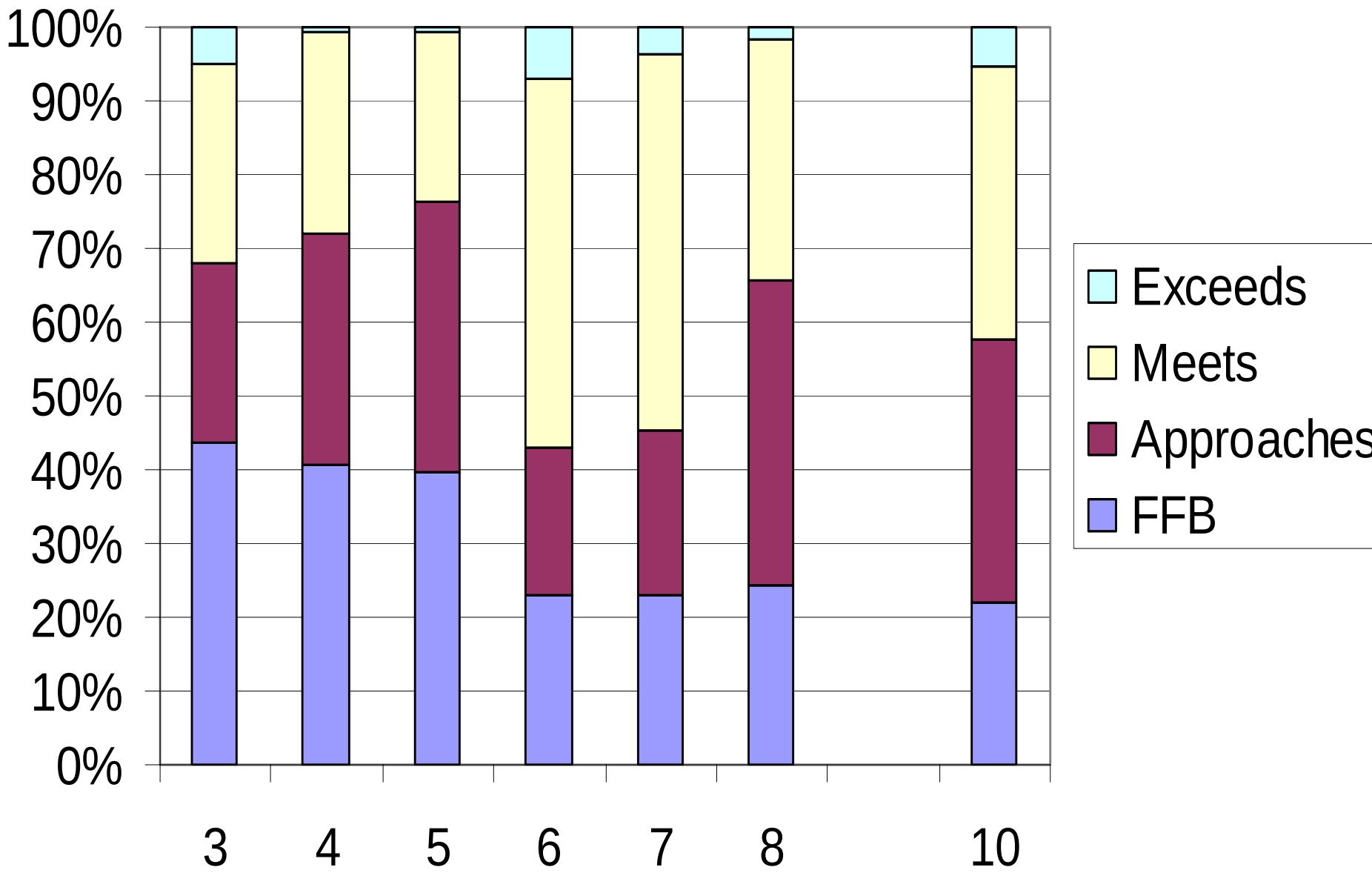
Reading

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Falls Far Below	0-40	0-47	0-47	0-22	0-28	0-32	0-28
Approaches	41-59	48-74	48-79	23-44	29-51	33-74	29-73
Meets	60-89	75-104	80-104	45-94	52-99	75-110	74-103
Exceeds	90-120	105-120	105-120	95-126	100-126	111-126	104-120
	AIMS-A Grades 3-5 Cluster			**AIMS-A Grades 6-8 Cluster**			**AIMS-A High School**

AIMS-A - Cut Scores - Reading 2008



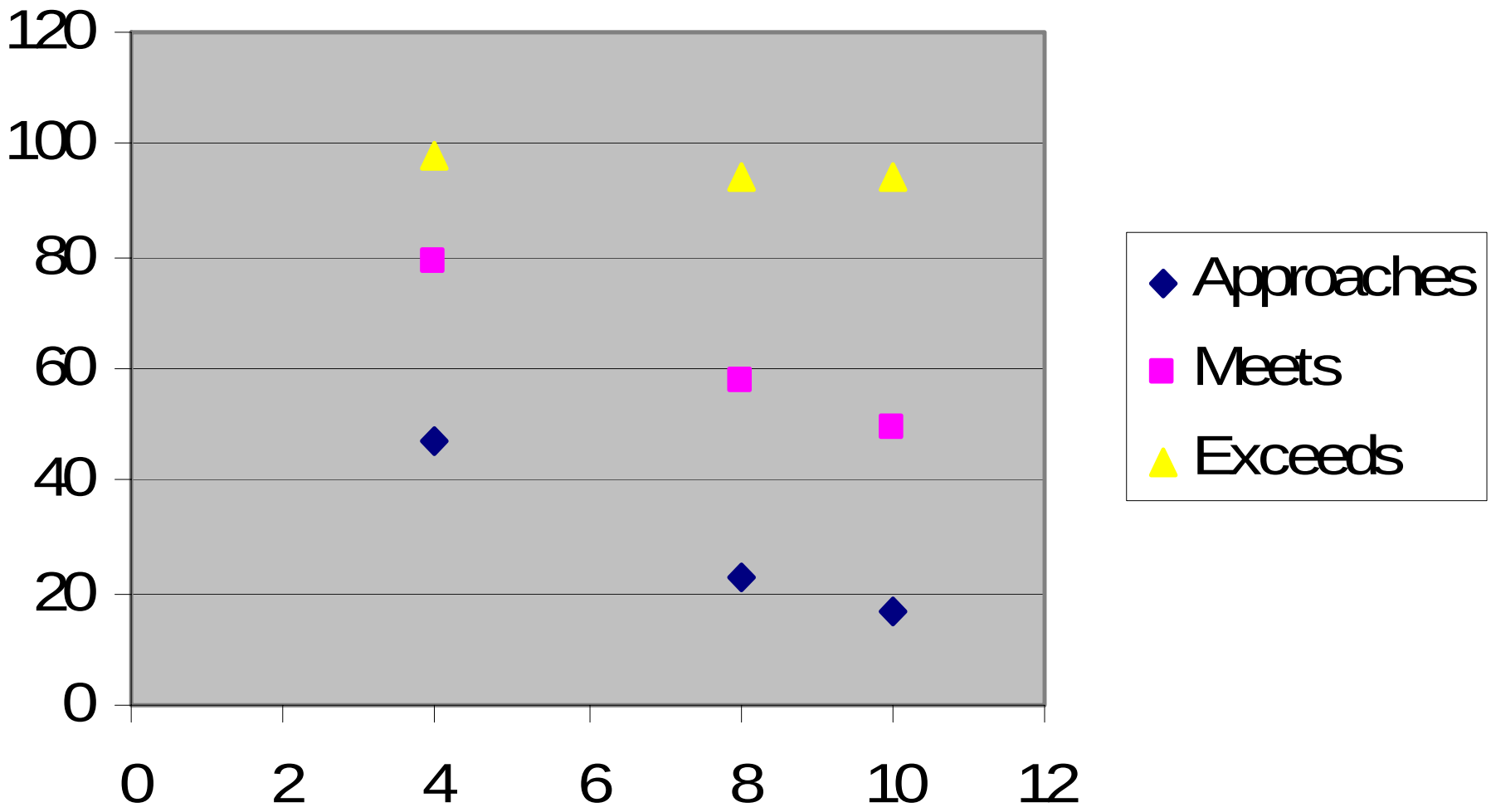
AIMS-A Reading 2008



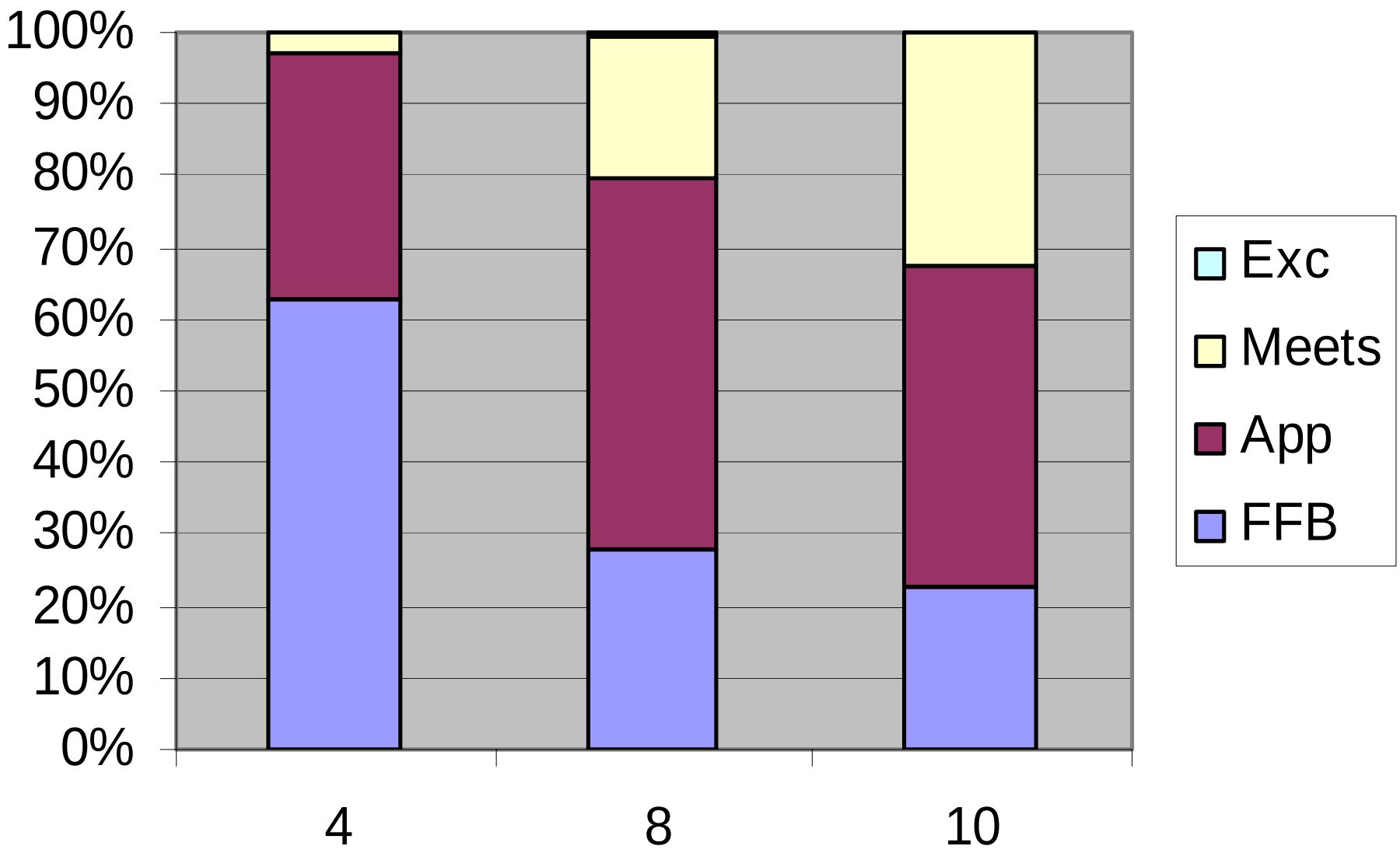
Science

	Grade 4	Grade 8	Grade 10
Falls Far Below	0-46	0-22	0-16
Approaches	47-78	23-57	17-48
Meets	79-97	58-93	49-93
Exceeds	98-120	94-120	94-120

AIMS-A Science Cut Scores



AIMS-A Science 2008



Participants Comments

- This was a good process. I found the experience to be very valuable on many levels from personal to professional.
- This process is not only helpful in determining appropriate cut scores, it is also valuable training for teachers.
- Diverse group of people participating—good discussions.
- The presenter who is nationally known and respected was enthusiastic and made the process understandable.